

## Families for Inclusive Education Project 2020

### Individual Plans Explained

Many parents struggle to keep up with the many varied school plans – and their acronyms! To further confuse, names given to similar plans differ widely across states, education systems – and even different schools within the same system! This guide will assist Queensland parents of students with disability to understand the most commonly used plans.

***“It’s not the plan that’s important, it’s the planning.” Dr Graeme Edwards***

If you are a parent, guardian or carer of a child with a disability who requires ongoing adjustments at school, a plan will be developed.

A school or staff member should consult with you to understand your child’s needs and through collaboration the most appropriate adjustments are chosen to support your child’s learning and participation at school. You have a right to be involved in the development of these plans. Adjustments are documented in a plan, endorsed by you as a parent, and reviewed every 6 months to a year.

#### Individual Curriculum Plan (ICP)

Commonly used in Queensland State Schools (more than Catholic or Independent).

ICP are used to record curriculum decisions for students for whom curriculum is being modified because they are taught, assessed and reported at a higher or lower year level of the Australian Curriculum than their same age cohort for one or more Learning Areas/Subjects. They are developed for a reporting period – usually a semester.

The ICP records curriculum decisions, learning expectations, teaching strategies and evidence, and must be approved by parents.

The student is reported against the higher or lower achievement standard. An ICP is not required when additional support/intervention involves reviewing particular concepts and skills from an earlier year level to address gaps in learning.

More information can be found on the Education Queensland website: [Individual Curriculum Plan \(ICP\)](#)

*“For a student to be considered for modified curriculum at an alternate year level juncture, there needs to be significant concern regarding their individual learning which is supported by sufficient evidence of their performance and functioning. The need for modified curriculum in one subject area does not automatically equate to the need for modified curriculum in all areas”. Read more from [Loren Swancutt](#) (2018)*

#### Individual Education Plan (IEP)

An Individual Education Plan is a school based document that has been used internationally for many decades. It is developed with the classroom teacher, specialist staff and parents and clearly outlines adaptations and strategies to achieve individual goals for the student.

Further information can be found here at this link: [Australian Alliance for Educators](#)

Queensland Curriculum and Assessment Authority have [a short video discussing the use of IEP's](#) for kindergartens

### **Individual Learning Plan (ILP)**

An individual Learning plan is a collaboratively written document which identifies specific goals for future attainment. It ensures that students with learning difficulties and disabilities have access to a meaningful curriculum suited to their particular needs. It takes into consideration a student's cultural, linguistic and social-economic background.

### **Personalised Learning Plan (PLP)**

Predominantly used in Catholic and Independent schools in QLD. PLP's focus on your child's developmental needs, and the supports and services required to address those needs. It maps where a student is now and develops a clear pathway to where they want to be. It includes the assessment that will be used to track your child's progress.

The ['Personalised Learning Support Plans Used in Education – Guide for Families'](#) will provide more information

### **Negotiated Education Plan (NEP)**

Sets out the educational needs, background information, strengths, and learning goals of a student with a disability. The information contained in the plan can be used by schools for checking and updating disabilities information.

## **Plans to support 'social skills' and 'behaviour'**

There are a variety of school based plans which are used to foster social skills development and promote "positive behaviour".

### **Social Competency Plan (SCP)**

Gives information about what programs and services are required to promote a child's positive sense of self, develop respectful relationships, and build capacity to recognise and manage emotions and make responsible decisions.

### **Individual Behaviour Support Plan (IBSP)**

Aims to address 'behaviours' of concern to schools by understanding the purpose of behaviour so that the child can replace that behaviour with new positive behaviours that achieve the same purpose. The IBSP will outline approaches and strategies e.g. altering environments, refining teaching skills, providing coping strategies and developing effective communication.

### **Functional Behaviour Assessment Support Plan (F-BSP)**

Developed after completion of a Functional Behaviour Assessment, and targets specific behaviour with an understanding of the functions of that behaviour and environmental adjustments that need to be implemented to support the student to avoid those behaviours.

### **Risk Management Plan (RMP)**

A RMP is a school-based document that summarises the child's behaviours that are considered to present a physical risk to the safety of staff or other children. It provides information about the agreed programs and services that will be used to help the child to manage his/her own behaviour as well as strategies to assist returning to routine activities.

Parents are consulted and advised to be involved in the development of these plans, focusing on the alternative strategies that are provided by the school to support the function of the behaviour.

## Plans for Senior School and Transition

### Senior Education and Training Plan (SET plan)

A SET plan is developed for all state school students in Grade 10 in partnership with the student and their parents. It maps out a plan of action to support students to be on a successful track for senior secondary, post school education and work.

### Other plans

**Student Development Plan (SDP)** - required to support a student with a mental health difficulty, if there is no other type of Individual Plan in place.

**Education Support Plan (ESP)** - for students who are in out-of-home care and they meet the criteria specified in the Supporting Students in Out-of-Home Care Implementation Guidelines

**Individual Health or Emergency Health Plan (IHP or EHP)** - for students who have identified health requirements including those requiring specialised health procedures.

**Individual Attendance Plan (IAP)** - outlines goals, strategies and supports needed to overcome barriers to school attendance and increase a child's rate of school attendance.



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Image: Giangreco, M. F. (2007). *Absurdities and realities of special education: The complete digital set [searchable CD]*. Corwin.